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ABSTRACT

The special study institute report proposed an alternative approach to manpower development guidelines for special education and teacher training programs which centered on the development of measurable competency based training criteria for special class teachers. Briefly reviewed are the background, planning, and design of the institute. Institute participants (90 educators from major teacher training institutions in California) developed list of competencies via ten task groups and then rated each competency as to whether it was essential, desired, or not required for teaching exceptional children. Developed and rated were 163 competensies in the following categories: demonstrating teacher acquaintance with factual material about exceptional children, counseling students, managing the classroom and program administration, communicating with parents, communicating with other professionals, developing and planning instructional programs, evaluating the instructional process, describing and assessing student behavior, implementing instructional programs, and defining instructional goals and objectives. Each competency was also classified as to whether it was generic (rated as important to teaching in four or more areas of exceptionality) or specific (rated as important to teaching in three or less areas) and whether the competency was essential (as judged by two-thirds of raters), desired, or rejected (by 20 percent of the raters). All competencies were listed by category and generic-specific, essential-desired classifications. (DB)

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An Alternative Approach to Manpower Development Guidelines for Special Education and Teacher Training Programs

Special Study Institute Report:

Competency Based Training Criteria for Special Class Teachers

Prepared and Submitted

by

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PURPOSE

The following is a report on the results of a Special Study Institute which was held at the Francisco Torres facility in Santa Barbara, California, February 21-24, 1972 for the purpose of developing statements of competencies in measurable terms for persons completing teacher preparation programs in the several areas of exceptionality. These statements as well as this document reflect the thinking of teacher trainers and students who were in attendance at the Institute. A list of the participants appears in Appendix A.

BACKGROUND

In 1970, the California State Legislature passed the Teacher Preparation and Licensing Law (Assembly Bill No. 122) which altered the criteria which individuals must meet to obtain teaching credentials. The bill created a commission to develop standards and procedures for certification, promulgate appropriate rules and regulations and issue credentials upon certification to the State Board of Education. Without elaborating upon the specific characteristics of the two types of credentials (teaching and services), it is enough to state that the requirements for the credential to teach in special classes (specialist) was not elicited beyond the broadest of statements.

Professors involved in the preparation of special class teachers noted that Assembly Bill No. 122, among other things, provided them with an opportunity to explore emerging ideas within the field relative to training programs. More specifically, they envisioned the opportunity to develop preparation programs which were based upon the evaluation

of an individual's measurable competencies to work with exceptional children rather than upon the number of courses or units completed. These competencies would hopefully be reflected in the certification requirements as formulated by the Commission.

INSTITUTE PLANNING

The development of the Institute from its conception to fruition extended from May, 1971 to February, 1972. During these several months progressive meetings were held with:

1. The original designers of the proposal requesting Federal funds to conduct the Institute (4 members).
2. Representatives from the larger teacher training programs and the State Department of Education (10 members).
3. Additional professors in special education who would help plan and conduct the study groups within the Institute (22 members).

It should be obvious that the design of the Institute included a gradual extension of involvement in the planning and operation in order to gain additional ideas concerning its scope as well as extend the responsibility for its success.

Once the actual date, location and program was decided, invitations were extended to all special educators at the college/university level and selected students enrolled in training programs. Unfortunately, all professors in special education were unable to attend the Institute because of requirements within several college/universities relative to teaching and administrative responsibilities. However, the vast majority of institutions conducting training programs in special

education were represented. Certainly the schools which produced the largest number of teaching personnel were represented in the planning and study groups. A list of the institutions which were represented appears in Appendix B.

INSTITUTE DESIGN

Goals

The Institute was designed to accomplish three goals. They are listed as follows:

1. The Institute will provide teacher educators with "input" information and opinions relative to the necessary competencies of special class teachers and the implications of Assembly Bill 122 for their training and certification. These input presentations were conducted by invited guests who represented:

   a. parents of exceptional children
   b. appropriate professional organizations
   c. the Licensing and Certification Commission and its staff
   d. the Division of Special Education of the Department of Education

   In addition, there was a presentation by a consultant to the California State Senate Committee on Education and a Director of Special Education of a neighboring state in which competency based credentials have already been established.

2. The Institute will organize into work groups in order to formulate statements of measurable competencies applicable to all special education teachers as well as to teachers who work with children with specific kinds of disabilities. The work groups were to focus upon those competencies which can be developed during the training program as differentiated from those which were necessary to enter the training program and those which could be developed after leaving the program.

3. The Institute will provide critical analysis of a document prepared by the Task Team for Manpower Development in Special Education, Division of Special Education, entitled "Guidelines for Establishing Approved Programs for Special Education Personnel."

Task Groups

Ten task groups were organized for developing statements of competencies in terms of the objectives of the Institute. Attempts were made to insure that a wide representation of teaching specialties and training institutions apppeared in each group. In addition, at least one student was assigned to each group.

The Institute was designed so that the input sessions were scheduled during the first two days. Work sessions were scheduled around these input sessions. As the Institute progressed, the frequency and amount of time devoted to developing competency statements in the work sessions increased.

The original design specified that ten lists of competency statements would be developed by the groups. However, during the course of the Institute, it was found to be expedient for certain groups to combine their efforts and final products.

Delphi Process

The stated competencies developed by the work groups were collected, collated and edited by the directors of the Institute for submission to all participants. The object of this process was to obtain the collective judgment of the participants without bringing them together for another Institute. The contact was made through a series of questionnaires in which the participants were to rate each competency. The instructions for each mailing and a portion of the questionnaire are included in Appendix C.

The vital elements in the survey were the necessity for each respondent to decide whether a competency was essential, desired, or not required for teaching exceptional children. Secondly, the respondent

had to decide whether each competency was generic to teaching in all programs in special education or specific to particular kinds of programs for exceptional children.

The two mailings of the questionnaire were necessary in order to:

1. Acquaint all participants with the compilation of competencies formulated in the several work groups.

2. Present the participants with a compilation of the group opinion concerning each competency leading toward further refinement of the final consensus. (The second survey contained the ratings relative to each competency's importance, generic-specific position and the significant number of rejections by the respondents.)

Respondents were required to repeat the ratings for a second time, but in consideration of their colleagues' collective opinion. Although several professors indicated their identity on the questionnaires, and included additional comments relative to the competencies and survey procedure, the questionnaire did not require that the respondent include his identity thereby assuring him of the opportunity to modify his response.

PROCEDURE

Classification of Competency: Instructional Categories

Both mailings of the Delphi process included 263 competencies. In order to create a meaningful structure, the directors arbitrarily classified the competency statements in terms of their functional relationship to the instructional process. Ten categories were used for classification purposes and are as follows:

Demonstrating That Teacher Is Acquainted With Factual Material About Exceptional Children

Counseling Students

Managing The Classroom And Program Administration

Communicating With Parents

Communicating With Other Professionals

Developing And Planning Instructional Programs

Evaluating The Instructional Process

Describing And Assessing Student Behavior

Implementing Instructional Programs

Defining Instructional goals and objectives

Classification of Competency: Areas Of Application

The following are the guidelines which were utilized in coding the questionnaire responses with respect to areas of application.

Generic	Any statement of competency rated as important to teaching in four or more areas of exceptionality
Specific	Any statement of competency rated as important to teaching in three or less areas of exceptionality

The directors were aware that any competency considered essential to one or two areas of exceptionality could also be considered as useful to all areas. However, the focus of the process was upon those competencies which were to be included in the intial training program and, thus, the directors had to set an arbitrary point at which to divide what was to be considered generic from what was to be considered specific.

Classification of Competency: Level Of Priority

The following are the guidelines which were utilized in coding the questionnaire responses with respect to levels of priority.

Essential	Any statement of competency which received two-thirds of the respondents' judgment as being absolutely necessary was coded at the "2" level
Desired	Any statement of competency which was not classified as essential was placed at the "1" level

Reject	Any statement of competency which was rejected by 20 percent of the respondents

As a result of the application of the above criteria, each of the 263* statements was assigned to one or more of the following combinations:

Generic-Essential

Generic-Desired

Specific-Essential

Specific-Desired

Rejected (Competency statements were generated at the Institute, but rejected according to the criterion used in the Delphi process)

GENERAL COMPETENCIES CONSIDERED ESSENTIAL

The order in which the competencies are listed does not reflect a sequence of importance. The statements appear at random within instructional categories.

Acquainted With Factual Material About Exceptional Children

Recognizes special instructional problems associated with different rates of development

Identifies current issues and trends with respect to developing and implementing instructional programs for exceptional children

Translates statements describing physical limitations into statements about instructional limitations

Translates the characteristics of a handicap into behavior limitations

Identifies psycho-social effects of being handicapped

Translates statements prescribing sensory limitations into statements about instructional limitations

Counseling Students

Aids student in defining goals and objectives which are achievable in terms of his limitations

Listens to student efforts to communicate

Encourages students to express ideas and opinions

Assists student to express his feelings

*There were multiple classifications for 17 competencies, therefore 280 statements appear in the listing.

Assists student to interpret his own behavior

Aids student in accepting his handicap

Managing the Classroom and Program Administration

Adapts instructional environment for specific children in the light of information gained from physicians and other non-instructional consultants

Arrange classroom so that students have optimal visibility

Maintains required records on children in class

Prepares and submits reports as required by local and state code

Communicating With Parents

Describe purposes, programs and goals of special education to parents

Communicates outcomes of the instructional process to the parents

Obtains information necessary for program planning and implementation through counseling with parents

Interprets information supplied by parents

Aids parents in defining realistic goals for their children

Involves parents in establishing physical, cognitive and affective goals for their children

Plans periodic parent meetings to discuss objectives, goals, procedures and forecasts

Communicating With Other Professionals

Uses information supplied by professional consultants in planning instructional programs

Interprets information supplied by physicians, psychologists, and other professionals

Consults with the regular class teacher in order to extend and implement the speech and language programs for individual children

Establishes and maintains communication channels with personnel in school and community agencies to extend individual pupil instructional programs

Seeks professional assistance in managing children when required

Observes accepted ethical practices in communicating to others about individual children

Works with professional consultants in developing programs for individual children

Communicates with regular class teacher regarding activities of exceptional children who are members of that teacher's class

Describes purposes, programs and goals of special education to regular class teachers and administrators

Communicates with other professionals with objectivity and specificity

Can use information obtained from consultants when planning instructional activities

Developing and Planning Instructional Programs

Translates learning theories in terms of functional relations to instruction

Utilizes information obtained from related disciplines about sensory, physical, emotional, social and cognitive states of the child to plan remediation programs

Develops instructional materials to meet specific instructional needs

Organizes activities which are associated with developing independent behaviors

Translates diagnostic statements of physicians, physical therapists, occupational therapists and other professionals into instructional activities

Sequences tasks to conform with learning styles, pace and inferred learning potential of children

Generates instructional programs which are associated with the development of problem solving behaviors

Plans an instructional unit indicating procedures and materials in order of application to achieve a terminal objective

Develops objectives in terms of entering behaviors of student

Selects instructional materials and methods in terms of student performance level

Uses information obtained from observing the child in writing instructional objectives

Involves students in instructional planning

Updates program development and implementation in terms of current research

Uses outcomes of instruction as a basis for planning future instructional activities

Modifies the selection of instructional procedures in terms of instructional outcomes

When integrating an exceptional child into the regular classroom describe essential instructional environment modifications

Modifies the selection of instructional materials in terms of instructional outcomes

Develops intervention procedures in order to achieve specific behavior objectives

Relates information about child development to the child's performance in school

Evaluating the Instructional Process

Evaluates pupil performance at each step and task level

Evaluates particular teaching processes and strategies as related to individual pupil performance

Analyzes and evaluates instructional procedures in the light of behavior outcomes achieved

Compares the behavior outcomes of instructional efforts with stated long term and short term goals

Applies evaluation techniques to measure student progress

Applies evaluation techniques to measure the effectiveness of materials and methods

Determines which environmental situations are reinforcing to individual children

Evaluates and modifies when appropriate his own teaching behavior

Evaluates the effectivess of intervention strategy through observation of behavior outcomes

Objectively describes performance changes demonstrated by the child

Describing and Assessing Student Behavior

Uses assessment information as a basis for specifying behavior objectives

Observes and records behaviors elicited in assessment situations

Establishes situations which elicit specific responses for assessment purposes

When integrating an exceptional child into the regular classroom describes for the teacher that child's entry behaviors

When integrating an exceptional child into the regular classroom indicates instructional limitations

Tentatively identifies child's preferred learning style

Describes a child's interaction with peers, teachers and parents

Records baseline performance data

Recognizes the unique behavior acquisition patterns of individual children

Implementing Instructional Programs

Reinforces exploratory responses and questions from students

Provides opportunities for independent study

Reinforces behaviors which enable the child to function as a member of the classroom group

Responds to inappropriate behaviors consistently and in such a manner as to reduce the probability of their occurrence

Varies and paces instructional activities to maintain high student interest

Establishes classroom environment which permits children to behave as members of a group

Provides the child with appropriate feedback for his behavior

Modify the application of instructional procedures in terms of instructional

When integrating a child in the regular classroom assists regular teacher in program development and modification

Modifies instructional materials in terms of the individual child's performance

Encourages behavior which reflect problem-solving cognitive activity in the child

Defining Instructional Goals and Objectives

Describes instructional goals in performance terms

Identifies educational and behavioral goals in terms of child's handicapping condition

Arranges educational objectives in priority order

Breaks down long range educational goals into sequences of immediate goals

Uses information obtained from assessment activities, cumulative folders and special reports to develop long range educational objectives

When integrating an exceptional child into the regular classroom describes criteria for evaluating placement

GENERIC COMPETENCIES CONSIDERED DESIRED

Acquainted with Factual Material About Exceptional Children

Relates specific speech deficiencies to remedial procedures

Deduces qualitative differences in levels of cognitive functioning from behavior

Recognizes the relationship between the effects on physical impairment and psycho-social development

Recognizes discrepencies in growth and development related to mental retardation

Describes and evaluates the several theoretical instructional systems which are used to design programs for exceptional children

Distinguishes between the several psycho-educational measuring instruments with respect to describing and predicting performance in school

Extrapolates formal test performance to performance in school

Identifies formal test limitations when describing the behaviors of exceptional children

Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children

Recognizes relations between speech disorders and other handicapping conditions in multiply handicapped children

Interprets standardized measures of perceptual motor functioning

Relates cognitive deficit to social and cultural conditions

Counseling Students

Communicates program purposes and parameters to student in counseling situations

Plan teaching strategies which maximize utilization of visual modality

Managing the Classroom and Program Administration

Arrange classroom for maximum visual efficiency

Uses aide's servicers to maximize individual contact with pupils

Operates special class in conformance with district policy and state law

Selects for purchase instructional materials and equipment

Plans and adheres to the instructional budget for operating in special class

Establishes and equips interest and learning centers in the classroom

Establishes and maintains clearly defined guidelines for pupil classroom

Arranges classroom furniture to maximize instructional flexibility

Maintains school records in objective fashion

Arrange physical environment in order to achieve specific instructional goals

Arranges physical conditions to facilitate the achievement of specific instructional goals

Develops and maintains functional records system

Maintains required records on individual children

Executes emergency procedures in the event of seizures, fatigue, excessive emotional reaction, critical illness or injury

Communicating With Parents

Elicits parent support for the instructional program through counseling

Elicits supportive behaviors from parents through parent counseling

Elicits parent cooperation in developing education programs for individual children

Encourages parents to implement extensions of school programs in the home

Communicates with parents objectively

Communicating With Other Professionals

Prepares written reports for teachers, professional personnel outside the school, and outside agencies

Participates as a member of interdisciplinary teams to assess the nature and severity of the child's handicapping condition

Selects appropriate consultants for obtaining information about handicapped children

Selects appropriate professionals when professional assistance is required

Supplies descriptive data to other professionals when required

Can supply information to consultants in order to increase their consultative value

Utilizes the services of appropriate community agencies

Developing And Planning Instructional Programs

Organizes instructional environments which develop exploratory behaviors

Determines if the several theoretical approaches to instruction have application to specific instructional problems

Plans instructional programs which provide for the development of practical employment skills

Compares motor performance of individual child with developmental norms and uses information for instructional planning

Lists components of a problem solving task

Lists components of a verbal task

Lists components of a motor task

Develops and maintains a materials and methods file derived from professional and commercial sources

Plans teaching strategies which maximize utilization of the visual sensory modality

Prepares instructional materials for auditory discrimination training

Prepares instructional materials for tactual discrimination training

Uses information gained in evaluating behavior changes related to visual input as a basis for instructional planning

Conducts a task analysis of an instructional activity

When integrating an exceptional child into the regular classroom, specifies the sequence of activities in which the child is to be integrated

Selects appropriate literature as a source for program planning information

Applies information about child development in planning the instructional interface

Evaluating The Instructional Process

Involves pupils in the instructional evaluation process

Designs evaluation techniques to measure effectiveness of materials and methods

Designs evaluation techniques to determine long term educational progress

Describes social conditions which are related to child's performance in school

Objectively describes changes in performance rates demonstrated by the child

Describes factors in the school environment which are related to the

performance of the child

Describing And Assessing Student Behavior

Modifies assessment activities in terms of instructional outcomes

Determines a child's hierarchy of reinforcers

Relates specific communicative disorders to social and cultural conditions

Assesses developmental performance level

Assesses the speech behavior of pupils

Establishes situations which elicit language behavior for assessment purposes

Describes the language competency of a child-syntax level

Implementing Instructional Programs

Adapts and devises equipment and physical situations to accommodate unique physical, sensory and cognitive behavior styles

Elicits behaviors which reflect a realistic definition of occupational possibilities in terms of the child's handicap

Provides opportunities for students to discuss, examine and support a position with respect to critical issues

Elicits exploratory responses and questions from students

Implements language development programs for specific children

Selects appropriate instructional techniques and procedures for each instructional session with child in terms of age, grade level and nature of communication disorder

Utilizes the principles and procedures of group processes to remediate communication disorders

Selects and uses instructional materials related to vocational skills

Uses teacher-aide to assist in maintaining instructional routine and in pacing instructional activities

Practices accepted group process procedures to achieve program goals

Controls classroom behavior by the application of behavior shaping principles

Assists student to modify his behavior in terms of its consequences

Aids student in defining alternate behavior possibilities

Utilizes teaching techniques which maximize utilization of the visual modality

Adapts the basic public school curriculum to the limitations of the individual child

Utilizes community resources which could be part of the instructional program

Adapts materials and equipment in terms of specific instructional problems

Encourages behaviors which reflect divergent cognitive activity in the child

Defining Instructional Goals and Objectives

Defines probable post-school vocational activities when developing long range curricular objectives

Identifies probable post-school vocational activities for individual children

SPECIFIC COMPETENCIES CONSIDERED ESSENTIAL

Acquainted With Factual Material About Exceptional Children

Relates speech deficiencies to remedial procedures

Recognizes discrepancies in growth and development related to mental retardation

Recognizes relationships between hearing disorders and other handicapping conditions in multiply handicapped children

Recognizes the several degrees of limitation in function implied in different definitions of mental retardation

Recognizes the assumptions underlying the application the label-mental retardation

Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children

Recognizes relation between speech disorders and other handicapping conditions in multiply handicapped children

Managing The Classroom And Program Administration

Arranges classroom environment to accommodate children in wheel chairs or wearing appliance and prosthetic devices

Organizes and administers speech and hearing programs for speech language and auditorally handicapped children

Communicating With Other Professionals

Relates information obtained from physicians and orthopedic appliance

manufacturers to the development of instructional activities

Relates statements from ophtholmologists to the development of instructional activities

Developing And Planning Instructional Programs

Organizes a speech reading training program for specific children

Formulates instructional programs to remediate fluency deficiencies

Designs a program for children with auditory deficits within an educational setting

Plans instructional programs which provide for development of practical employment skills

Formulates instructional programs to remediate voice quality deficiencies

Formulates instructional programs to remediate articulation deficiencies

Designs a program of auditory training for individual children based on the child's measured speech perceptions

Designs a speech training program within an educational setting

Applies the results of audiometric testing to planning instructional programs

Uses standardized and informal test results to individualize instructional programs for children with speech problems

Identifies the instructional needs of pupils with communicative disorders

Develops curriculum materials for deaf and hard of hearing pupils

Applies information about auditory deficit in the development of instructional materials

Plans teaching strategies which maximize utilization of the visual sensory modality

Plans mobility training programs

Prepares instructional materials for auditory discrimination training

Uses mechanical brailler to prepare instructional materials

Prepares instructional materials for factual discrimination training

Uses information gained in evaluating behavior changes related to visual input as a basis for instructional planning

Prepares instructional materials for partially seeing pupils

Modifies speech and language training outcomes in terms of evaluation activities

Evaluating The Instructional Process

Applies criteria for evaluating mobility training programs

Develops criteria for evaluating the outcomes of mobility training programs

Evaluates behavior in response to changes in visual input as a basis for instructional planning

Describing And Assessing Student Behavior

Observes responses to visual stimuli in the partially sighted

Relates specific communicative disorders of pupils to anatomical and physiological conditions

Classifies observed communicative disorders with respect to characteristics, etiology and manifestation

Relates observed visual deficiencies to physical, genetic and structural conditions

Assesses Speech Behavior Of Pupil

Establishes situations which elict language behavior for assessment purposes

After screening children with suspected speech and language handicaps, selects specific cases for special instruction

Identifies and evaluates speech and language handicapped children in the educational setting

Conducts pure tone audiometric tests AC, BC and MA

Interprets outcomes of audiometric testing with respect to extent and type of hearing handicap

Performs speech audiometry and evaluates the outcomes

Assesses articulation patterns

Assesses voice qualities

Evaluates speech reading skills of individual children

Evaluates the language competency of a child-syntax level

Describes the language competency of a child-lexicon level

Implementing Instructional Programs

Uses special equipment designed for the physically handicapped in the classroom

Implements speech reading program

Demonstrates to the child proper use of a hearing aid

Selects appropriate instructional techniques and processes for each instructional session with child in terms of age, grade level and nature of communication disorder

Utilizes the principles and procedures of group processes to remediate communication disorders

Selects and uses instructional materials related to vocational skills

Adapts audio-visual equipment and media for use with severely handicapped children

Utilizes teaching techniques which maximize utilization of visual modality

Develops oral language behavior in deaf children

Develops manual communication skills

Utilizes strategies to increase use of residual hearing

Sight reads Braille (grades 1 and 2)

Sight reads Braille (music code)

Sight reads Braille (Nemuth code)

Implements mobility training program

Modifies environmental conditions in order to deal with blindisms and other side-effects of being severely visually impaired

Initiates oral language behavior in deaf children

Demonstrates lifting procedures for children with different physiological handicaps

Defining Instructional Goals and Objectives

Defines long-range therapeutic goals for correcting speech behavior for a particular child

Defines short-term therapeutic goals for correcting speech behavior for a particular child

SPECIFIC COMPETENCIES CONSIDERED DESIRED

Acquainted With Factual Material About Exceptional Children

Demonstrates knowledge of hearing aids and molds and can specify desirable electro-acoustic characteristics of child-type hearing aids

Demonstrates knowledge of electro-acoustic amplifying systems with respect to frequency, range and maximal power output

Relates auditory deficiencies to physical, genetic and structural conditions

Defining Instructional Goals And Objectives

Initiates manual communication behavior

REJECTED STATEMENTS

Acquainted With Factual Material About Exceptional Children

Identifies antecedent conditions associated with limited acquisition of comprehensive skills

Can specify the characteristics of an ear mold for an individual child

Relates cognitive deficits to genetic, physiological and structural conditions

Relates cognitive deficits of pupils to cultural and social conditions

Managing The Classroom And Program Administration

Uses parents as volunteer aides in the classroom

Uses a routinized daily schedule

Communicating With Parents

Modifies parent-child relations through parent counseling

Encourages parents to express and evaluate their feelings about having an exceptional child

Communicates with parents affectively

Listens to parents with non-judgmental responses

Developing And Planning Instructional Programs

Develops an instruction environment which provides opportunities to research controversial issues

Provides for student involvement in social concerns of the community

Organizes instruction environments which develop skills of inferring relations

Organizes classroom activities in order to develop skills in receiving and responding to the communications of fellow students, teachers and resource persons

Sequences performance objectives in terms of stated performance objectives

Utilizes empirically derived information when selecting or designing intervention procedures

Describing And Assessing Student Behavior

Establishes situations which elicit behaviors which permit inference that the child is thinking critically

Evaluates the language competency of a child-lexicon level

Implementing Instructional Programs

Applies operant conditioning principles to training programs

Provides a consistent pattern of activities to structure the instructional environment

Utilizes empirically derived information when selecting and designing instructional materials

Initiates writing behavior

Develop writing behavior

CONCLUSIONS

1. During the course of the Delphi process, the directors received numerous comments from the Institute participants relative to the wording, construction and feasibility of the competency statements. For the purpose of consistency, no changes were made to these statements throughout the process. However, it is clear that several statements could be improved. Before the outcomes are to be implemented, Institute participants or representatives should consider these comments by the participants.

2. In the light of the above recommendation, the reader should not consider this document as a final statement by teacher trainers at the time the Institute was conducted.

3. In summary, the general opinion of teacher trainers is that programs for training teachers of exceptional children should have a strong emphasis on generic preparation. This does not preclude certain activities which are designed to prepare teachers to work with specific disabilities, e.g. speech, auditory and visually handicapped. In the opinion of the majority of the respondents, the competencies required of teachers of the mentally retarded, educationally handicapped and gifted were similar. In the case of the competencies of teachers of the multiply and orthopedically handicapped, the opinion was divided. Some participants thought that the competencies to teach children with these exceptionalities were highly specific while others thought they were generic.

4. Participants were requested to prepare recommendations concerning the manner in which training programs should be evaluated. Each task group prepared a response to the request. The summary of these responses is included in this section of the proceedings.

Recommendations Concerning Evaluation Team

The following are recommendations concerning the characteristics and composition of the team that will evaluate teacher preparation programs:

1. Members of the team should possess experience in teaching in special education programs in the California public schools.
2. Members of the team should possess knowledge and understanding of current national and local special education goals, issues and needs.
3. The composition of the evaluation team should include teachers and teacher educators in special education.

Program Elements

It is recommended that teacher preparation programs should include the following elements:

1. Special education teacher preparation programs should be developed in cooperation with appropriate school districts and community agencies which would utilize the services of those trained in the program.
2. The program should include evidence that appropriate administrative authorities support the program, including provisions for staff and funding, in order to ensure that the objectives of the program will be fulfilled.
3. The program should include adequate practicums supervised by the training institution in which observation, individual work and group work precedes student teaching.
4. The program should include provisions for cooperation with other departments within the college.

5. The program should include a design for continuous evaluation of the training procedures, objectives and results.
6. The program's faculty members should possess appropriate credentials, certification and experience in classroom and clinical activity.
7. The program should include provisions for the utilization of information obtained from the consumer, i.e. school districts and private installations, as well as the products, i.e. students.
8. The program should include adequate support services for student preparation i.e. cooperation with the curriculum library, instructional materials center and audio-visual center.
9. The program should include a stated progression of activities which lead from the initial selection (or acceptance) of the student through the sequence of academic course and field experiences resulting in appropriate accreditation.
10. The program should include stated provisions by which the intended special teacher competencies (program objectives) will be measured.

Major Concern

Complete evaluation of training programs requires that a follow-up of first-year teachers would be included. Assessment of their strengths and weaknesses provides feedback upon which improvement can be made within training programs. Since provisions for such evaluation have not been

made in any previous state requirements, neither staff nor staff time is available within Schools of Education for systematic assessment of first-year teachers.

We recommend that the Commission determine whether the institutions preparing teachers or some other agency should undertake this task, and urge legislation to provide the necessary personnel to accomplish it.

APPENDIX A

Participants

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Leland E. Mach
Bert MacLeech
Les March
John Matson
C. M. Mayer
Kathy McDonnel
Dorothy Misbach
Lorraine M. Monnin
Priscilla P. Muir
Calvin C. Nelson
Robert E. Nelson
Patrick H. O'Donnell
Phillip M. Olet
Ann Padover
Gerald Peterson
Frances Pollock
Betty Price
Deborah Priddy
Phillip Reid
Lorna Rodriquez
Margaret Scheffelin
Alfred Schmidt
Brian Shears
M. Patricia Simmons
Sammie K. Skatvold
Marion Spahn
Violet Spraings
Shirl A. Stark
Isabelle Steinbe
DeForest L. Strunk
Patricia Surrah
Rosemarie Swallow
Mary Tarling
Virginia Templeton

Annette Tessier

Paul Thormahlen

Robert E. Tice

Milton M. Tyler

Normal Vescovo

George R. Walker

Harry Wall

Barry West

Eddie H. Williams

Masako Yamamoto

Roland K. Yoshida

Barbara Zien

APPENDIX B

Institutions Participating

Biola College

California Lutheran College

Chapman College

College of Holy Names

Dominican College of San Rafael

Laverne College

Loma Linda University

Mount St. Mary's

Pacific Union

Pasadena

Pepperdine University

Southern California College

United States International University

University of the Pacific

University of Redlands

University of San Diego

University of Southern California

California Baptist

California State College, Bakersfield

California State College Dominquez Hills

California State College, Fullerton

California State College, Hayward

California State College, Long Beach

California State College, Los Angeles

California State College, San Bernadino

California Polytechnic College

Chico State College

Fresno State College

Humboldt State College

Sacramento State College

San Diego State College

San Fernando Valley State College

San Francisco State College

San Jose State College

Sonoma State College

Stanislaus State College

University of California, Los Angeles

University of California, Riverside

University of California, Davis

California School for Deaf, Riverside

California School for Deaf, Berkeley

APPENDIX C

Sample: Instructions & Questionnaire

I N S T R U C T I O N S

Dear Colleague:

Enclosed is the first mailing in the Delphi process of the list of competencies developed by the several work groups at the recent Special Study Institute in Santa Barbara.

Carefully read the following instructions in order to provide us with your correct indication as to the appropriateness of each item. Return your completed form by April 3, 1972 to Dr. Calvin C. Nelson, Chairman Department of Behavioral Sciences in Education, California State College, Fullerton, 800 N. State College Blvd., Fullerton, California 92631.

A. As you examine each competency, ask yourself whether it is necessary to the execution of an instructional program for handicapped children.

   If not--write REJECT as your response and proceed to the next item.

   If yes--GO TO LETTER B.

B. Ask yourself whether the competency is GENERIC to all programs for handicapped children or SPECIFIC TO PARTICULAR PROGRAMS.

   If GENERIC--prepare to place your rating in the Generic Box only and GO TO LETTER C.

   If SPECIFIC--prepare to place your rating in one or more categories (if you think a competency is important to four (4) or more categories, prepare to place your rating in the GENERIC AREA and GO TO LETTER C).

C. Rate each competency as follows:

   1 = enhances instruction but its absence would not detract from instructor effectiveness.

   2 = absolutely necessary for instructor effectiveness.

   IMPORTANT

   A rating of 2 on any competercy should be interpreted to mean that you would be willing to accept it as a basis for evaluating your college training program.

DELPHI RESPONSE FORM FOR SPECIFYING SPECIAL TEACHER COMPETENCIES

The following are symbols used to designate special programs on the response grid:

G = Generic

EMR = Educable Mentally Retarded

TMR = Trainable Mentally Retarded

SH = Speech Handicapped

EH = Educationally Handicapped (emotionally disturbed & Learning Disabilities)

MH = Multi-Handicapped

VH = Visually Handicapped

D/H = Deaf & Hard of Hearing

MG = Mentally Gifted

OH = Orthopedic & other Health Impaired

		G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
B-24-1	Relates specific speech deficiencies to remedial procedures										
B-24-2	Deduces qualitative differences in levels of cognitive functioning from behavior										
B-24-3	Recognizes the relationship between the effects on physical impairment and psycho-social development										
B-24-4	Recognizes special instructional problems associated with different rates of development										
B-24-5	Recognizes discrepancies in growth & development related to mental retardation										
B-24-6	Identifies antecedent conditions associated with limited acquisition of comprehensive skills										

		G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
B-24-7	Can specify the characteristics of an ear mod for an individual child										
B-24-8	Demonstrates knowledge of hearing aids and molds and can specify desireable electro-acoustic characteristics of child-type hearing aids.										
B-24-9	Demonstrates knowledge of electro-acoustic amplifying systems with respect to frequency, range, and maximal power output										
B-24-10	Recognizes relationships between hearing disorders and other handicapping conditions in multiply handicapped children										
B-24-11	Identifies current issues and trends with respect to developing and implementing instructional programs for exceptional children										
B-24-12	Recognizes the several degrees of limitation in function implied in different definitions of mental retardation										
B-24-13	Recognizes the assumptions underlying the application the labelmental retardation										
B-24-14	Translates statements describing physical limitations into statements about instructional limitations										
B-24-15	Describes and evaluates the several theoretical instructional systems which are used to design programs for exceptional children										

		G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
B-24-16	Translates the characteristics of a handicap into behavior limitations										
B-24-17	Distinguishes between the several psycho-educational measuring instruments with respect to describing and predicting performance in school										
B-24-18	Extrapolates formal test performance to performance in school										
B-24-19	Identifies formal test limitations when describing the behaviors of exceptional children										
B-24-20	Identifies psycho-social effects of being handicapped										
B-24-21	Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children										
B-24-22	Recognizes relationships between speech disorders and other handicapping conditions in multiply handicapped children.										
B-24-197	Relates cognitive deficits to genetic, physiological, and structural conditions										
B-24-198	Relates cognitive deficit to social and cultural conditions										

		G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
B-24-199	Relates cognitive deficits of pupils to cultural and social conditions										
B-24-200	Relates auditory deficiencies to phyical, genetic and structural conditions										
B-24-196	Interprets standardized measures of perceptual motor functioning										
B-24-249	Translates statements prescribing sensory limitations into statements about instructional limitations										
B-24-250	Describes commerical instructional materials available for working with exceptional children.										
B-25-23	Communicates program purposes & parameters to student in counseling situations										
B-25-24	Aids student in defining goals and objectives which are achievable in terms of his limitations										
B-25-25	Listens to student efforts to communicate										
B-25-26	Encourages students to express ideas and opinions										
B-25-27	Assists student to express his feelings.										
B-25-28	Assists student to interpret his own behavior										
B-25-29	Aids student in accepting his handicap										